

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to explain about research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

According to National Association of Colleges and Employers (2011), internship program is the place for implementing the theory that had been learned in the classroom to the practical application and developing ability in the professional area. It also becomes one of the ways for the students to explore their valuable applied experiences and make connections in the professional fields which are related to their career. In this case, internship program is the platform for the students to apply teaching theories in the real situation. It can be the development of their knowledge for students' future professional life so that by having much knowledge and experiences through internship program, they are able to handle something that might occur when they are already in the workplace. Furthermore, of course they will find some problems when they are doing practice teaching and they should accomplish the problems by themselves.

Faculty of Teacher Training and Education (FKIP) University of Muhammadiyah Malang (UMM) establishes internship program for the students which are divided into three stages: internship one (Magang 1), two (Magang 2), and three (Magang 3). In the stage of internship one, students are only required to observe the cultural systems of the school and they have to familiarize the classroom atmosphere where teaching and learning process take places. In the

internship two the students analyze the curriculum of the school, syllabus, lesson plan, and the development of teaching materials, learning methods, instructional media, and the evaluation systems. In the internship three the students will do teaching practice in the classroom and try to put the theory into practice.

In addition, FKIP UMM also has another internship program which is conducted at the international level which are conducted in the internship 3. The program benefits students for having broad opportunities to gain more knowledge especially in the global insight. As Nolting, William, Donohue, Matherly, and Tillman (2013) state that international internship points to the work involvement in the short-period (one month until one year) with overseas associations that gives a chance for the participants to put the theories learned on the actual-world situation, and have well understanding about the global knowledge. This program sometimes includes in academic credit and sometimes it does not. The cost for this program sometimes also free funded and sometimes it does not. Therefore, the rules of the program depends on the policy which is already settled by coordinators of the program. It means whether they are going to set it by fully funded or not. Furthermore, UMM has international collaboration and agreement with several regions in Thailand such as Bangkok, Satun, Songkhla, and Krabi. Thus, the students usually do the teaching practice in the schools of those areas.

The teaching issues that faced by interns in Thailand occurred at two points which are teaching schedule and teaching materials (Nurbrata, 2017). Teaching schedule becomes one of the issues because the interns arrive in Thailand when the school was in holiday and the school started again two weeks later. Consequently, during the holiday time, the interns tried to recognize the school, help the school

administrative matters, and also help to organize a workshop for teachers. Moreover, the second issue is about teaching materials. The interns need to accustom the materials with the Thailand students' level. It is because the language skill level of the students is still in the basic stage. Therefore, the interns sometimes used body language as the tool for communication with the students.

The previous study conducted by Nurbrata (2017) on *International Internship Experienced by UMM Students*. The author collected the data from the ten English Language Education Department (ELED) students who joined the International Internship 2015 in Thailand. She circulated a questionnaire and conducted interview. The result revealed that the students faced some challenges in academic and social life. In the academic matter, the students have obstacles in adjusting the teaching materials and teaching schedule, and in reading the schools' data that were written in Thai language. Moreover, they had some social life complications such as the limited time in visa which has only two-weeks stay while they needed a month stay, the different climate from Indonesia, the language, the food taste, knowing the praying time and also finding the halal food, and the relationship with their peers which could not be like a friend.

A research conducted by Titrek, Hashimi, Ali, & Ngulama (2016) on *Challenges Faced by International Students in Turkey* used phenomenological approach. They got the data from 37 international students from different countries who studied at Sakarya University in Turkey. Semi-structured interview was employed. The result of this study showed that many international students faced some difficulties in communication, Turkish language capability, adaptation with the food taste, the weather, and room condition in dormitory which is occupied by

six people. In addition, some of the students need to apply a students' visa because their permit was cancelled by the staff of migration office.

Panda & Nayak (2014) conducted a research on *Problems of Student Teacher during Internship Programme: Issues and Concern*. The researchers used cross sectional descriptive methodology in this research. Purposive sampling was implemented by them to take the 120 respondents from 2011- 2014 years in Nabakrushna Choudhury College of Teacher Education, Angul, Odisha. They also used three points rating scale, unstructured interview, and open-ended questionnaire as the tools to collect the data. It was analyzed by using simple percentage in the form of description. The result showed that the main difficulties during the practice teaching is about disciplinary problems. The rest of the problems are management of the students, time management, preparing questions, and other sixteen problems again.

In the preliminary data, the researcher interviewed some of the students that already joined International Internship program before and most of them said that they found some obstacles during the program such as the problem in teaching Thai students and in interacting with Thai residents. They got confused and needed a long time to solve the problems. Thus, as it was mentioned in the previous studies above, the writers only discussed about the problems that faced by interns in the international internship program. Accordingly, the researcher wants to do a research on the problem-solving strategies that will be used by ELED students in overcoming the obstacles during international practice teaching in Thailand. Understanding the strategies of overcoming the difficulties is important because if the readers are in the same condition or have the same problems, they can use the

strategies to minimize their problems. Moreover, if they face the others problem, they will be able to analyze the problems and set the good ways to solve it effectively and efficiently.

1.2 Research Problems

Based on the background of the study above, the researcher focuses on finding the answers of this following questions:

1. What are the problems that faced by ELED students in joining international practice teaching program in Thailand?
2. What solutions or strategies do they use to solve the problems?

1.3 Research Objectives

Based on the research questions above, the purpose of the study are:

1. To know the problems that are faced by ELED students in joining international practice teaching program in Thailand.
2. To analyze the solutions or strategies of ELED students to overcome the problems during the internship program.

1.4 Scope and Limitation

The scope of this study is about problem solving in the academic difficulties of students joining international practice teaching program in Thailand. Moreover, the limitation of this study is the students of English Language Education Department year 2015-2016 who ever joined that program international teaching practice in 2018-2019.

1.5 Research Significance

a. For English Language Education Department (ELED) Students

By doing this research, ELED students are expected to have many knowledge or information about what are the problems that would possibly be faced by them in international practice teaching program in Thailand. They are also going to gain a lot of information about how to solve that problems. When they know what the problems are and how to fix it, they are able to anticipate. Furthermore, they can use the problem-solving strategies that will be found as the result of this research.

b. For English Department Chairman

The result of this research can affect the chairman of ELED to lead the lecturers in order to prepare the teaching materials well when they are going to teach the students especially in the course which related to the educational needs. In addition, ELED's chairman is supposed to encourage the lecturers to give the students many educational cases that are needed to solve by them. It will make them more comprehensive and sensitive in dealing with problems in the real situation

c. For Head of International Teaching practice Program

This research is going to give contribution for the head of international practice teaching program in order to provide some debriefing events or workshops for the students who are selected to attend international practice teaching program in Thailand. The purpose of giving sufficient debriefing is to make the students are able to have good preparation. It also aims to decrease the problems that might occur during the practice teaching program.

1.6 Definition of Key Term

To avoid misunderstanding about the terms that used in this study, the researcher gives several definitions of the key terms. These terms are defined as follows:

- a. Problem solving strategy is a technique that used to make an effective and a valuable teaching and learning activities. It leads the students to become a center which means they are supposed to solve the problems by themselves (Yasin, Halim, Ishar, 2012).
- b. International internship program is a program offered for FKIP students in UMM who want to gain more experiences in doing the third internship that takes a place in Thailand for one month.
- c. Practice teaching is an obligatory program in the curriculum of Bachelor of Education (B. Ed) that allows the students to gain many knowledge in the education field especially in the context of being a teacher (Ranjan, 2013).